



# Second Annual Student Success Summit

September 20 - 21, 2017  
Hilton DFW Lakes  
Grapevine, TX



THE UNIVERSITY *of* TEXAS SYSTEM  
FOURTEEN INSTITUTIONS. UNLIMITED POSSIBILITIES.

# Agenda-At-A-Glance

## Wednesday, Sept. 20

- 6:30 a.m. - 8:30 a.m.** Breakfast available in Windfall Restaurant
- 8:30 a.m. - 11:30 a.m.** Pre-Summit Meeting for Student Success Affinity Groups
- 11:30 a.m. - 12:00 p.m.** Registration
- 12:00 p.m. - 1:30 p.m.** Lunch, Welcome & Opening Keynote by Tim Renick, Georgia State University: *Creating a Student-Centered University through Data & Analytics\**
- 1:45 p.m. - 2:45 p.m.** Concurrent Sessions I (Refer to pp. 6-7 for details)
- 2:45 p.m. - 3:00 p.m.** Break
- 3:00 p.m. - 3:45 p.m.** Institutional Team Time I
- 4:00 p.m. - 5:00 p.m.** Concurrent Sessions II (Refer to pp. 8-9 for details)
- 5:30 p.m. - 6:30 p.m.** Reception with Cash Bar
- 6:30 p.m. - 8:00 p.m.** Dinner & Evening Keynote by Ken O'Donnell, California State University - Dominguez Hills: *High Impact Practices in the States*

## Thursday, Sept. 21

- 6:30 a.m. - 8:30 a.m.** Breakfast available in Windfall Restaurant
- 8:30 a.m. - 9:30 a.m.** Concurrent Sessions III (Refer to pp. 10-11 for details)
- 9:45 a.m. - 10:45 a.m.** Plenary Session: *A Moderated Discussion on Equity, Quality & Student Success - the Changing National Landscape* (Refer to p. 5 for details)
- 10:45 a.m. - 11:00 a.m.** Break
- 11:00 a.m. - 12:00 p.m.** Institutional Team Time II
- 12:00 p.m. - 1:15 p.m.** Lunch & Keynote by Amelia Parnell, NASPA: *Three Pillars of Student Success: Addressing Students' Financial, Academic, & Social Needs*
- 1:15 p.m. - 2:00 p.m.** Closing Plenary Session: *Making the Case for Student Success*

\*All keynote/plenary sessions held in International I & II.

# Welcome from the Chancellor



## Chancellor William H. McRaven

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Let me welcome you to The University of Texas System's Second Annual Student Success Summit. While I am unable to be with you in person, I am truly there with you in spirit. I could not be more proud of the work that has taken place in the past year since we launched the Student Success Quantum Leap, and everyone gathered at the Summit should be as well.

The student success pillars we have identified and on which to focus our collective attention — Finances, Advising, and Belonging — are absolutely the right ones for the diverse undergraduates we serve, and the diverse institutions in our System.

So, first, let us recognize the thousands of students at UT institutions who *are* able to overcome financial obstacles, receive strong advising, and who feel like they belong on our campuses, socially and academically. Those students are able to persist and complete their degrees in a timely fashion. That they do so is because of the outstanding faculty and staff throughout our institutions who support students every day, and every step of the way — in other words, because of all of you who are attending the Second Annual Student Success Summit, and many more of your colleagues who are not here.

Let us also recognize, however, that we still have too many students who are not succeeding because of financial challenges, advising that doesn't meet their needs, and feelings that they do not belong. If you look at retention and graduation rates at many of our institutions, in particular for certain student populations and cohorts, we are still losing too many students. Those are the students for whom we must redouble our focus and efforts to ensure that they are successful. And, as you've heard me say, we must do this by overturning orthodoxies and assumptions, removing unintentional barriers, and being willing to do things differently.

Events like the Summit provide the perfect opportunity to take stock of where we are, and to share best practices, successes and challenges. The Summit also ensures that we continually ask hard questions of each other and ourselves, and keep the success of our students front and center in how we organize institutionally, prioritize goals, and allocate resources.

One year into the Student Success Quantum Leap, I could not be more hopeful that we are making the difference we need to make, nor more impressed by the force of will, hard work and dedication exemplified by all of you. Thank you and have a great Summit.

Sincerely,

A handwritten signature in black ink, reading "W H McR", with a long horizontal line extending to the right.

# Welcome from Dr. Rebecca Karoff

**Dr. Rebecca Karoff**, Associate Vice Chancellor for Academic Affairs

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Welcome to The University of Texas System's Second Annual Student Success Summit! We have put together what we hope will be a dynamic and generative program — with phenomenal input from UT institutions — designed to feature the leadership and work of UT faculty, administrators and staff together with plenary speakers recognized nationally for their work. Indeed, this Summit brings us together to both celebrate the successes of our students, and amplify our efforts for those students for whom success is more elusive.

We are entering Year 2 of Chancellor McRaven's Student Success Quantum Leap. And while the Quantum Leap framework we have adopted is still young, the commitment to student success demonstrated by the System's institutions is not. The Quantum Leap, organized as it is around commitments to students in the areas of finances, advising and belonging — our three student success pillars — builds on the extraordinary programs, initiatives and interventions led by many of you attending the Summit.

UT System-supported professional development — like the Summit — is one piece of the architecture we have put in place, with our institutions, to deliver on the Chancellor's Quantum Leap. The framework — and the responses we develop as we implemented it — are and must be data-driven, quality-permeated and equity-minded.

We are driving towards wider institutional engagement and shared responsibility for student success and one way we are getting there is through the work of the four Student Success Affinity Groups. We call this quantum leap a "completion agenda with a difference," so named, in part, because of the work of the Affinity Groups to expand the metrics we use to measure student success. Many of you at the Summit are members of the Affinity Groups on Finances, Advising, Belonging (Academic and Social), and Assessment of Student Learning. Members are engaged in challenging and groundbreaking work to develop metrics to capture more holistically the success of the students we serve here and now, and to measure what we say matters. Stay tuned for the results of the Affinity Group work this winter!

Finally, as many of you know, we have awarded \$10 million — generously given by the UT System Board of Regents — to many of our institutions to support "quantum-leap-worthy" projects designed to boldly and innovatively move the needle on student success across the System. These are the primary components of the Student Success Quantum Leap and the 2017 Summit program will expand on all of them. We are working towards collective and exponential impact. It is my hope and intention that we will be able to continue supporting the faculty and staff on your campuses to come together in summits like this one, to share, inspire and replicate best practices, and to fortify the extraordinary work taking place at each UT institution.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Karoff". The signature is fluid and cursive, with a long, sweeping underline.

# Project Architecture

What will it take for the UT System to meet Chancellor McRaven’s ambitious goal to make a quantum leap in student success? In recognition that certain student outcomes across the UT System have remained stagnant, the UT System is doubling down on efforts to improve student success across all institutions. In partnership with its institutions, the UT System is providing leadership and resources to fulfill the responsibility it has to help each and every one of its students be prepared and positioned to succeed in college.

In alignment with the Texas Higher Education Coordinating Board's *60X30TX Plan*, the UT System will (1) graduate more students and (2) motivate and facilitate more students’ earning degrees on time. Through unprecedented levels of collaboration, institution-wide engagement, and shared responsibility, UT System and its institutions are implementing a data-driven, equity-minded blueprint for success with ambitious goals to provide pillars of support to students in the areas of finances, advising, and belonging.

This is a completion agenda with a difference: grounded in commitments to students, data driven in terms of practice and results, and, through expanded and innovative metrics, putting the UT System on the leading edge of a national dialogue on *measuring what we say matters*.

- **FINANCES.** The UT System is committed to making sure that no student drops out of college because of financial hardship.
- **ADVISING.** All UT students will receive the advising they need to help them discover clear pathways to degree completion and beyond.
- **BELONGING.** All UT students should feel like they belong in college. No student should fail to graduate because of a lack of engagement or a sense of not belonging.

## The Quantum Leap Architecture



For more information on the UT System’s Student Success Quantum Leap, visit: [www.utsystem.edu/offices/academic-affairs/student-success-quantum-leap-0](http://www.utsystem.edu/offices/academic-affairs/student-success-quantum-leap-0)



# Keynote Speakers

## **Tim M. Renick, Vice Provost & VP for Enrollment & Student Success**

*Georgia State University*



Timothy Renick is Vice President for Enrollment Management and Student Success, Vice Provost, and Professor of Religious Studies at Georgia State University. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing the fastest-improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity, or income level. Dr. Renick has testified on strategies for helping university students succeed before the U.S. Senate and has twice been invited to speak at the White House. His work has been covered by *The New York Times*, *The Wall Street Journal* and CNN, and cited by President Obama. He was named one of 2016's Most Innovative People in Higher Education by *Washington Monthly* and was the recipient of the 2015-2016 Award for National Leadership in Student Success Innovation from the University Innovation Alliance. A *summa cum laude* graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D. in Religion from Princeton University.

## **Ken O'Donnell, Associate Vice President**

*California State University, Dominguez Hills*

Ken O'Donnell works in Academic Affairs at California State University Dominguez Hills, an access-oriented regional comprehensive university serving a range of southern California communities. Previously he led student engagement and success efforts at the California State University Office of the Chancellor, representing the system in various national projects to improve higher education outcomes. He began in education as a faculty member and later an administrator in the film school at Chapman University. Ken is the author of the blog, *Diffusion of Light: Thoughts on Higher Ed from the Edge of the of the World*, in which he distills insights, readings, news and vision from travels across the landscape of higher education, culture, politics, and other spaces.



## **Amelia Parnell, Vice President for Research & Policy**

*NASPA - Student Affairs Administrators in Higher Education*

Amelia Parnell is Vice President for Research & Policy at NASPA - Student Affairs Administrators in Higher Education, where she directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs. Amelia is co-editor of the forthcoming book, *The Analytics Revolution*. She holds a Ph.D. in higher education Florida State University, and master's and bachelor's degrees in business administration from Florida A&M University.



# Plenary Speaker Abstracts

## **Tim Renick**

*Vice President for Enrollment Management & Student Success; and Vice Provost*  
Georgia State University

Wednesday, Sept. 20

12:00 p.m. - 1:30 p.m.

**Introduced by Rebecca Karoff, Associate Vice Chancellor for Academic Affairs, UT System**

### **Creating a Student-Centered University through Data and Analytics**

By implementing a series of student-centered and analytics-informed programs, Georgia State University has raised graduation rates by 22 percentage points and closed all achievement gaps based on race, ethnicity, income-level and first-generation status. It now awards more bachelor's degrees to African Americans than any other college or university in the nation. Through a discussion of innovations ranging from chat bots and predictive analytics to meta-majors and completion grants, the session will cover lessons learned from Georgia State's transformation and outline several practical and low-cost steps that campuses can take to improve outcomes for underserved students.

**Location:** International I & II

## **Ken O'Donnell**

*Interim Vice Provost*  
California State University, Dominguez Hills

Wednesday, Sept. 20

6:30 p.m. - 8:00 p.m.

**Introduced by Rebecca Karoff, Associate Vice Chancellor for Academic Affairs, UT System**

### **High-Impact Practices in the States**

Over the past ten years, colleges and universities have become more systematic about offering certain kinds of learning. Various called "academic enrichment," "experiential learning," and — most recently — "high-impact practices," they include longstanding structures like service learning, first-year experience, capstone courses, and undergraduate research. In their various forms HIPs share a few common qualities, like requiring effort, developing interpersonal skills, and working toward a real-world goal, that seem to deepen and integrate learning as they improve equity. Learn how public institutions in particular are coming together to leverage the power of HIPs for a greater share of our students.

**Location:** International I & II

## **Amelia Parnell**

*Vice President for Research and Policy*  
NASPA — Student Affairs Administrators in  
Higher Education

Thursday, Sept. 21

12:00 p.m. - 1:15 p.m.

**Introduced by Wanda Mercer, Associate Vice Chancellor for Student Affairs, UT System**

### **Three Pillars of Student Success: Addressing Students' Financial, Academic, and Social Needs**

This session will address multiple responses to a single question — Why do students drop out of college? Research suggest that students leave college for one or more reasons that are connected to their financial security, academic progression, or engagement with the campus community. It is, therefore, now more important than ever for institutions to be proactive in helping students remain enrolled and graduate. This session will feature results from NASPA's research on co-curricular learning, emergency aid, and student employment and highlight practical strategies for addressing these three pillars of student success. Of particular focus will be the opportunities, challenges, and benefits of cross-functional, campus-wide collaboration.

**Location:** International I & II

# Moderated Discussion Speakers

Sandra Woodley, President of The University of Texas of the Permian Basin, will engage special Summit guests Debra Humphreys, Vice President of Strategic Engagement at the Lumina Foundation for Education, and Julie Carnahan, Vice President at the State Higher Education Executive Officers Association (SHEEO), in a discussion of the changing national higher education landscape around equity, quality and student success.

## **Julie Carnahan, Vice President**

*State Higher Education Executive Officers Association (SHEEO)*

Dr. Carnahan joined SHEEO in May 2010. As part of the senior management team, Julie directs the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment, an initiative that includes twelve states and approximately 100 institutions. Julie also directs the Higher Education Policy Conference, coordinates the Peer Consultation Network outreach to members in the areas of student learning, data systems and productivity/finance, and provides general support and direction on academic policy and planning issues, such as accreditation, competency-based education, credit for prior learning, and issues of diversity and equity. Julie holds a Ph.D. in higher education from the University of Michigan, an M.A. in sociology and a B.A. in psychology from the University of Colorado, Colorado Springs.



## **Debra Humphreys, Vice President of Strategic Engagement**

*Lumina Foundation for Education*



Debra leads the Foundation's stakeholder engagement and strategic communications work while also providing direction for Lumina's thought leadership efforts as well as the substantive work on postsecondary education quality. She received her B.A. from Williams College and her Ph.D. in English from Rutgers University. Prior to joining Lumina in October 2016, Dr. Humphreys served in a variety of leadership roles at the Association of American Colleges and Universities (AAC&U), most recently as the senior vice president for academic planning and public engagement. At AAC&U, Dr. Humphreys helped lead a number of national initiatives focused on inclusive excellence, civic engagement and democracy, curricular transformation and student success. She has presented and published on many topics, including quality assurance, transforming undergraduate education, teaching and learning, diversity and equity, and college outcomes for work, life and citizenship.

## **Sandra Woodley, President**

*The University of Texas of the Permian Basin*

Dr. Woodley began her tenure as the President of The University of Texas of the Permian Basin on July 1, 2017. She brings a unique perspective to the presidency as her journey is similar to that of many students at UTPB, having completed her education over ten years while also working full-time and raising her children, and as the first person in her family to earn a university degree. Prior to becoming president, Dr. Woodley served as the chief executive officer for the University of Louisiana System where she led one of the nation's largest higher education systems, and also served in executive positions for higher educational systems in Alabama, Kentucky and Arizona. No stranger to Texas, she served as The University of Texas System's vice chancellor for strategic initiatives, where she led long-term strategic planning, policy research and accountability efforts. Dr. Woodley earned both a bachelor's and master's degree from Auburn University and a Doctor of Business Administration degree from Nova Southeastern University.





# Session Details

Concurrent Sessions I

1:45 p.m. - 2:45 p.m.

Wednesday, Sept. 20

## Rethinking Business Practices to Facilitate Student Success

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**Presenters:** Kristin Croyle, UT Rio Grande Valley; Cheryl Friesenhahn, UT Dallas; & Lisa Nagy, UT Arlington

### Abstract

Learn how three UT institutions are embracing some of the most progressive business practices to ensure that students cross the finish line. Each panelist will showcase lessons learned and best practices used at her institution in order to demonstrate unique approaches to removing financial barriers to student success. From rethinking how students are dropped for non-payment to providing small one-time grants to students experiencing unforeseen financial troubles, these practices have proven successful in helping students persist who are on-track to graduate but owe or need a small amount of money.

**Location:** Su Vino, Lobby Level

## Getting the Most out of NSSE & SERU

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**Presenters:** Carolyn Connerat, UT Austin; Cathy Delgado, UT System; Emily Johnson, UT Austin; & Steve Wilkerson, UT San Antonio

### Abstract

This session will focus on ways to use data gleaned from large-scale national surveys to understand the student experience. Both SERU and NSSE provide UT System campuses the opportunity to benchmark their data with peer universities.

Cathy Delgado, from the UT System Office of Strategic Initiatives, will provide an overview of NSSE, the National Survey of Student Engagement, administered annually to students by seven of the UT System's academic universities. NSSE reveals rich data on student perceptions of their college experiences, including the areas of finances, advising, and belonging.

The University of Texas at Austin will focus on results from the SERU (Student Experience in the Research University) and the application of those data to decisions about student success. Best practices in survey administration in order to achieve higher student response rates and examples of reports will be shared, including presentation of overall university data and custom reports on major campus issues such as undergraduate research, career development, and campus climate.

Steve Wilkerson, from The University of Texas at San Antonio, will also discuss how a change in survey administration has had a major impact on response rates at his campus, as well as examples of custom reports produced for various audiences fundamental to student success, such as faculty and academic advisors.

**Location:** Cap Rock I, Ballroom Level

## Fostering Social Belonging

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**Presenters:** Lydia Bueno, UT San Antonio; Tonya Paulette, UT Rio Grande Valley; Louie Rodriguez, UT El Paso; & Ona Tolliver, UT Tyler

### Abstract

As college student demographics across the state and country evolve, the sense of belonging our students experience becomes increasingly important to their success and can greatly impact institutional retention rates. Join this interactive session where we will define “social belonging,” plus identify new and innovative ways to create a sense of social belonging on our campuses. Additionally, we will discuss how the various UT campuses are measuring the effectiveness of various belonging efforts.

**Location:** Cap Rock I & II, Ballroom Level

## What Will It Take for the *Student Success Agenda* To Succeed?

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**Presenters:** Penny MacCormack, Pete Nowka, & Tricia Russ, Association of College & University Educators

### Abstract

Across the country, higher education institutions are monitoring predictive analytics, sending automated alerts to students, and redesigning programs to make pathways clear and coherent. We’re focusing on the first-year experience and asking students to collaborate on projects, conduct research, and learn through civic engagement. We’re expanding advising and offering supplemental instruction. While these initiatives are all valuable, they focus on changes outside of the classroom even though students spend, on average, 200 hours a semester in the classroom and just one hour, per semester, with an advisor. The importance of the classroom experience and quality of instruction for both helping students have a strong sense of belonging and increasing student engagement, motivation and learning make clear how critical faculty are to achieving student success goals. At the same time, faculty are experts in their discipline and research methods, yet few have received comprehensive training in the evidence-based practices known to improve student engagement, motivation, and learning.

In this session, representatives from the Association of College and University Educators (ACUE) will describe an initiative launched in collaboration with the American Council on Education (ACE), to promote effective college instruction nationwide. ACUE developed, in partnership with colleges, universities, and subject matter experts, an innovative online program designed to prepare and credential faculty in the foundations of college teaching. This scalable program represents a new resource that institutions of higher education can deploy to promote quality instruction across their campuses. A focus of this session’s discussion will be efforts underway across the country to promote and incentivize great teaching as a strategic driver of student success.

**Location:** St. Genevieve, Lobby Level

# Session Details

Concurrent Sessions II

4:00 p.m. - 5:00 p.m.

Wednesday, Sept. 20

## **Beyond Graduation and into the Workplace: *Digerati* and *seekUT***

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**Presenters:** Julie Goonewardene & David Troutman, UT System

### **Abstract**

The University of Texas System is committed to supporting its students while on campus and beyond graduation, as they begin to grow in their careers. There are two initiatives that the UT System has implemented that provide resources and tools to help students make the best career decisions. Julie Goonewardene, from the Office of Innovation and Strategic Investment, will discuss her partnership with **Digerati**. The partnership reduces missed opportunities in the labor market by better aligning job seekers with meaningful employment. This strengthens the business economy for Texas by enabling an efficient pathway to access the broad array of talent available from all of our institutions. David Troutman, from the Office of Strategic Initiatives, will present **seekUT**, a free online tool that presents data on the employment outcomes of University of Texas graduates over time. Students and families use **seekUT** to help them make informed decisions about their education and financial future.

**Location:** Cap Rock II & III, Ballroom Level

## **Low-Cost, High-Impact Student Success Practices**

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**Presenters:** William Harlow, UT Permian Basin; & Scott Marzilli, UT Tyler

### **Abstract**

As academic institutions seek to make a quantum leap in student success, resources will never match needs. UT Tyler and UT Permian Basin have experienced increased student success measures by implementing low-cost, high-impact initiatives. Panelists from UT Tyler and UT Permian Basin will discuss progress in key metrics, including Fall 2017 data, and will explain the budget-friendly changes they made in achieving those results.

**Location:** Su Vino, Lobby Level

## **Student Voices - Belonging and Student Success**

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**Facilitator:** Rhonda Gonzales, UT San Antonio

**UT Arlington Students:** Ty Rhodes, Carolyn Thompson, & Frankie Villarreal

**UT Dallas Students:** Lisa Geeding-Douglas, Michelle Onuoha, & Selestina Stoker

### **Abstract**

This interactive discussion featuring UT System students will be facilitated and moderated by Rhonda Gonzales, Associate Vice Provost and Professor of History at The University of Texas at San Antonio. Dr. Gonzales will share promising and best practices that are in place at higher education institutions that contribute to a wrap-around, student-centered campus culture that can strengthen a sense of belonging across campus, especially for first-generation students.

The student panel will consist of seven students from UT Arlington and UT Dallas, who are diverse in terms of background, identities, academic experiences, and aspirations. The panel will provide a forum for students to discuss their backgrounds and to emphasize culture and practice that may or may not have contributed to academic and social belonging on their campuses. The students will share their beliefs and experiences about how a sense of belonging can contribute to student success.

**Location:** St. Genevieve, Lobby Level

## **The Role of Faculty Engagement in Student Success**

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**Presenters:** Jonathan Cheng, UT Southwestern; & Dan Cavanagh, UT Arlington

### **Abstract**

Attendees of this session will participate in a discussion surrounding the role of faculty engagement with students in the ongoing success of students, with particular focus on engagement outside the confines of traditional “teaching” spaces. Discussion will center on the need to foster and support faculty who hold contingent, adjunct, part-time, and/or non-tenure-track (NTT) appointments. Moderated by the leadership of the UT System Faculty Advisory Council, participants will share best practices and help generate ideas for supporting the student success work of these faculty members. The fruits of this discussion will be captured, shared widely, and will be used to help formulate policy recommendations regarding faculty across the UT System in support of student success.

**Location:** Cap Rock I, Ballroom Level

# Session Details

Concurrent Sessions III 8:30 a.m. - 9:30 a.m. Thursday, Sept. 21

## The State of Open Educational Resources (OERs) in the UT System

**Presenters:** Rebecca Bichel, UT Arlington; & Dean Hendrix, UT San Antonio

### Abstract

The high cost of textbooks has been burdensome for cash-strapped college students for many years, and there's little evidence that things are improving as textbook prices continue to rise at three times the rate of inflation. The impact that rising prices has on students is alarming. Data from countless surveys show that students will go to great lengths in order to avoid the sticker shock associated with buying print textbooks. As a result, students are going without reliable access to textbooks with increasing frequency, which negatively impacts student outcomes. Open Educational Resources can play a role in addressing these issues. This session will provide a high-level overview of OERs, discuss national models within higher education for the creation and adoption of OERs, and analyze initiatives at UT Arlington and UT San Antonio to develop and encourage OER adoption.

**Location:** Cap Rock I, Ballroom Level

## Supporting the New Majority: I.D.E.A.S. and MAAPS

**Presenters:** Cassandre Alvarado, UT Austin; Jennifer Luken-Sutton, UT Arlington; & Maria Martinez-Cosio, UT Arlington

### Abstract

Achieving student success and completions goals for more diverse and more digitally-savvy student populations requires new approaches to academic advising. This session will focus on two innovative initiatives focused on more holistic advising and support for the new majority of students served in the UT System.

The University of Texas at Austin will describe its participation in the Monitoring Advising Analytics to Promote Success (MAAPS) research study. MAAPS is a longitudinal study of more than 10,000 students nationwide, in collaboration with the University Innovation Alliance, a consortium of 11 public universities across the country. Some lessons learned about the value of early warning for student success, four-year degree mapping using new online tools, and engaging with students through text messaging will be presented.

The I.D.E.A.S. Center at The University of Texas at Arlington was created in 2016 to assist students through their transition into an R-1 University. Targeted students include approximately a third of undergraduate students that identify as Latino, a growing number of transfer students from both community colleges and other universities, veterans, and others from underserved communities. The I.D.E.A.S. model is based on three main components: 1) peer-to-peer support that addresses

(continued on p. 12)



student needs holistically; 2) engaging faculty in student success through data; and 3) using online resources to provide tutoring and mentoring to students “where they are” geographically and physically. The Center is located in UT Arlington’s Central Library, which is open 24/7 and engages with a number of academic partners, as well as Student Affairs.

**Location:** Su Vino, Lobby Level

## **Designing Our Classrooms and Courses to Foster Academic Belonging**

**Presenters:** Jonikka Charlton, UT Rio Grande Valley; & Jessica C. Murphy, UT Dallas

### **Abstract**

Belonging means that all students recognize that they are accepted, valued, and included in all aspects of the campus environment. With the support of fellow students, faculty, staff, and other internal and external champions, each student develops a sense of purpose and agency to achieve educational, personal, and professional goals. In this session, we will have a discussion about fostering academic belonging in your courses and classrooms. All aspects of the academic context offer opportunities to increase students’ sense of belonging: from curriculum design to classroom discussion, we can help our students achieve that sense of purpose and agency.

**Location:** Cap Rock II & III, Ballroom Level

## **Predictive Analytics Drives a Student-Centered Approach to Higher Education**

**Presenter:** David Laude, UT Austin

### **Abstract**

An argument is presented that the collaborative partnership between administrators, faculty and students to improve student success on a college campus should have as its starting point the expectation that every student will graduate. Efforts to create this culture at The University of Texas at Austin began five years ago using predictive analytics based on the likelihood of college completion to direct students into appropriate freshman year success and incentive-based scholarship programs. The most recent four-year graduation rate improvements are particularly pronounced for students of color as well as Pell Grant eligible and first-generation students, with increases of between 40% and 60% achieved compared to historical norms. The University Leadership Network, reserved for 500 student cohorts with the greatest financial need, graduated in four years at a 55% rate, which is 65% above predicted historical rates. Faculty engagement with these success initiatives has spread to the classroom where, for example, large gateway STEM course non-passing rates have dropped to less than 10%. All of this has led to a 15% increase in four-year graduation rates from 51% to 66% since 2011, as the gap between affluent and economically disadvantaged students has closed from 26% to 13%.

**Location:** St. Genevieve, Ballroom Level

# Acknowledgments

## Summit Planning Committee

**Cathy Delgado**

**Meredith Goode**

**Jocelyn Greves**

**Stephen Harris**

**Lashelle Inman**

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**Kevin Lemoine**

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**David Troutman**

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Notes: